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Graded literature readers /

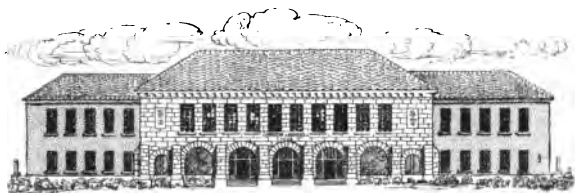
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GRADED LITERATURE READERS FIRST BOOK

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To the Reviewer of

**JUDSON & BENDER'S
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FIRST BOOK:**

The desire on the part of teachers to reach a just appreciation of the relative merits of school readers, prompts us to invite attention to the following characteristic features of Judson & Bender's Graded Literature Readers, First Book—features which, in the opinion of successful primary teachers, are regarded as essential elements in determining the real value of the reader for beginners.

We hope you will be interested in noting the references given to show how fully our editors have recognized these essentials in the plan and execution of their work, for we are entirely confident that the more carefully our books are considered from the standpoint of class room experience, the stronger will be the conviction that, with respect to educational, literary, and artistic features, Judson & Bender's First Reader reaches a standard of excellence not hitherto attained or even attempted.

We have laid emphasis on the First Book because it is rightly regarded as the most important book in any series of readers. According as the true conditions are recognized in the method of teaching, the beginner is

encouraged or discouraged in acquiring the requisite power for making his task a pleasure.

A glance at the table of contents of each succeeding book in the series and a recognition of the method employed will show that the editors have been no less mindful of the requirements of succeeding books than they have been of the First Book. No fads or theories have been allowed to stand in the way of methods, proved by practice to be pedagogically sound, and it is believed that if teachers will give Graded Literature Readers a trial they will be more than pleased with the progress of their pupils.

**AN EXPERT'S ESTIMATE OF JUDSON & BENDER'S
GRADED LITERATURE READERS, FIRST BOOK**

ELEMENTS DETERMINING VALUE OF READERS FOR BEGINNERS.	HOW JUDSON & BENDER'S GRADED LITERATURE READERS, FIRST BOOK, MEETS STANDARD RE- QUIREMENTS.
1. Material. Workmanship.	Of the best.
2. Authorship.	<p>Harry Pratt Judson, LL.D. <i>Dean of the Faculties of Arts, Literature, and Science, University of Chicago</i> AND Ida C. Bender <i>Supervisor of Primary Grades in the Public Schools of Buffalo, New York</i></p>
3. Method.	Word and Sentence combined with Phonetic Method.
4. Words—Number. New Words at heads of lessons.	546. All new words at heads of lessons.
5. Repetition.	Every word occurs frequently in systematic repetition.
6. Grading.	Close. Only 4, 5, or 6 new words in each lesson.
7. Review Reading Lessons. Only old words in new sentences.	Frequent. Pp. 14, 22, 30, 42, 43, 53, 63, 75, 113.

8. Subject-Matter.	Interesting and instructive
9. Nature Study. Science Study.	Well presented. Pp. 41, 45, 73, 79, 84, 86, 105.
10. Variety of Illustration.	Colored, shaded, outline, and silhouette.
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12. Language Exercises.	Frequent. Pp. 64, 75, 77, 85, 103, 113.
13. Memory Questions.	Pp. 64, 75, 113.
14. Sight Reading.	Pp. 78, 82, 89, 109.
15. Correlation.	Good. See pp. 31, 32, 84, 85.
16. Continuity. Sequence. Relation.	Good. See pp. 36, 37, 41, 70, 71, 73.
17. Complete list of words at end of book.	Complete.
18. Authors Named.	Pp. 83, 85, 101, 106, 116, 122.
19. Memory Gems.	Well chosen. Pp. 77, 79, 86, 88, 100, 103.
20. Script.	Well presented.
21. Diacritical Marking.	Continuous from p. 34 on. On 58 pages in all. Only the simpler marks.
22. Words for Sentence Making.	Abundant. See pp. 64, 71, 75, 103, 113.

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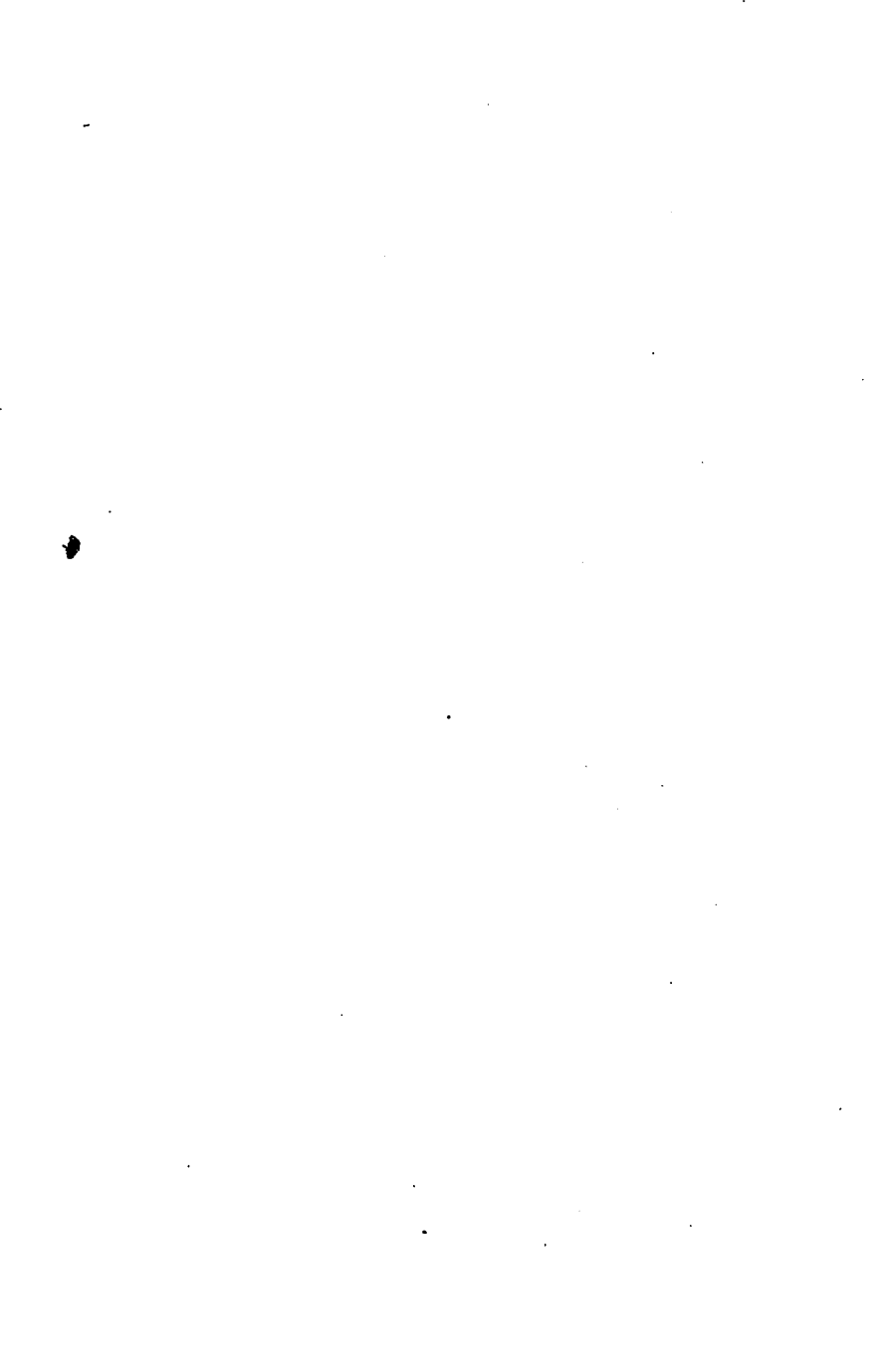
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GRADED LITERATURE READERS

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FIRST BOOK



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PREFACE

It is believed that the Graded Literature Readers will commend themselves to thoughtful teachers by their careful grading, their sound methods, and the variety and literary character of their subject matter.

They have been made not only in recognition of the growing discontent with the selections in the older readers, but also with an appreciation of the value of the educational features which many of those readers contained. Their chief points of divergence from other new books, therefore, are their choice of subject matter and their conservatism in method.

A great consideration governing the choice of all the selections has been that they shall interest children. The difficulty of learning to read is minimized when the interest is aroused.

School readers, which supply almost the only reading of many children, should stimulate a taste for good literature and awaken interest in a wide range of subjects.

In the Graded Literature Readers good literature has been presented as early as possible, and the classic tales and fables, to which constant allusion is made in literature and daily life, are largely used.

Nature study has received due attention. The lessons about scientific subjects, though necessarily simple at first, preserve always a strict accuracy.

The careful drawings of plants and animals, and the illustrations in color—many of them photographs from nature—will be attractive to the pupil and helpful in connection with nature study.

No expense has been spared to maintain a high standard

in the illustrations, and excellent engravings of masterpieces are given throughout the series with a view to quickening appreciation of the best in art.

These books have been prepared with the hearty sympathy and very practical assistance of many distinguished educators in different parts of the country, including some of the most successful teachers of reading in primary, intermediate, and advanced grades.

INTRODUCTION

Method. The editors are convinced by their own experience and by that of many eminently successful teachers that the best way to teach beginners to read is by the Word and Sentence Method in the first lessons, combined later with the Phonic Method. This method, which is employed by the majority of successful primary teachers, has governed the selection and arrangement of matter in this reader.

New Words. The vocabulary, small enough to be mastered in the time assigned to the use of the book, is made up of words habitually used by children. The few new words introduced in each lesson are placed at the head of the lesson for drill in pronunciation and spelling.

Repetition. It will be noticed that new words are not brought in only to be dropped after a page or two. The fresh interest of each lesson is obtained by the skillful combination of a few new words with those with which the pupil is already familiar. This repetition is secured without any sacrifice of interest and variety, and frequent reviews keep the newly acquired vocabulary constantly in use. Experience has shown that in no other way can it be so readily made a permanent possession of the pupil's mind.

Script. Blackboard work takes a prominent place in the preparation for the reading lesson to-day; consequently, script is used freely throughout the book.

Suggestions to Teachers

These suggestions are not intended as hard and fast rules, but as indications of methods found most satisfactory by successful teachers.

Method. Begin the reading lesson by creating an interest in the subject of the lesson. When the interest is keenly aroused, write the new words upon the board. Then pronounce and discuss them until the pupils are familiar with them. If the new, unknown word comes for the first time in the middle of a sentence, the child will hesitate and acquire bad habits of reading. Have the sentences read as wholes, not by parts, and insist upon distinct natural reading. If the pupil has difficulty in pronouncing words of more than one syllable, these words may be syllabified on the blackboard.

Discuss the appearance and qualities of the objects or animals mentioned in each lesson, and inculcate lessons of kindness, unselfishness, courage, etc., using the illustrations as bases of oral lessons in language and number. At the close of the lesson the children may repeat the story from memory and illustrate it upon the board or paper. Lessons should frequently be supplemented by an appropriate story or poem read aloud by the teacher.

Phonetic Drill. After some study by the Word Method, it will be found that the pupil, without conscious effort, has gained a general idea of the sounds which the letters represent. Exercises in phonetic analysis and synthesis should now be given and the alphabet may be taught. A drill on lists of words, arranged with reference to their phonetic construction, will help the pupil to observe analogies of pronunciation. The wise teacher, however, mindful of the phonetic irregularities of the language, will not place too much dependence upon this method as a means of acquiring a correct pronunciation.

Phonetic exercises teach distinct pronunciation and enable the pupil to become self helpful in learning new words.

I. To accustom the *ear* of the child to recognize words, pronounce them slowly: as, "Get me a c-u-p," "Ring the b-e-ll," etc.

II. To train the *eye* to recognize the character by sound, pronounce many words which begin with the same sound: as, **f-an**, **f-ed**, **f-un**, **f-ind**, **f-all**, **f-ace**, etc. Place the character denoting the sound upon the board and teach the children to recognize the form and to utter the sound. The simple consonant sounds are perhaps best taught in the following order: **t**, **f**, **p**, **s**, **l**, **b**, **n**, **r**, **h**, **c**, **m**, **g**, **d**, **j**, **w**, **y**, **k**, **q**, **v**, **z**.

III. Silent letters are most easily taught by elision.

IV. The pupils should be thoroughly drilled upon the short and long vowels. Very distinct pronunciation should be insisted upon.

V. In teaching the long vowels show that final *e* usually lengthens the sound; also, that when two vowels occur in the same syllable one is usually silent: as, **hat**, **hate**; **rod**, **road**.

VI. Having taught these elementary sounds, show how words are formed by their combinations. Teach the formation of words by analogous pronunciation in lists or families. For example, having taught the value of the consonant and short vowel characters, lists like the following may be used.

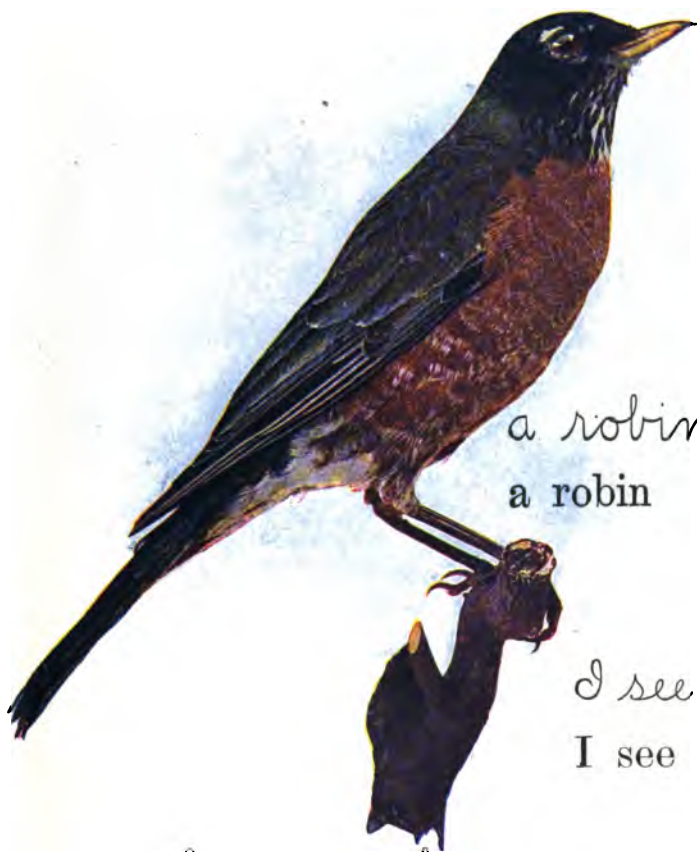
h-at	p-et	t-op
p-at	l-et	h-op
c-at	g-et	p-op

When the phonograms **-at**, **-et**, **-it**, **-ot**, **-ut**, and the like are mastered, together with the knowledge of the power of letters, the child will readily pronounce a large vocabulary, the words of which can be arranged to form simple sentences. This vocabulary is greatly extended by adding the long vowel sounds.

VII. There should be drill upon initial and final consonants, digraphs, diphthongs, and all the vowel sounds.

Exceptions to general phonetic rules are best taught by the Word Method.

A	a	À	à	N	n	Ñ	ñ
B	b	Β	β	O	o	Ó	ó
C	c	С	с	P	p	Р	р
D	d	Д	д	Q	q	Қ	қ
E	e	Е	е	R	r	Р	р
F	f	Ф	ф	S	s	Ş	ş
G	g	Г	г	T	t	Т	т
H	h	Н	н	U	u	У	у
I	i	И	и	V	v	В	в
J	j	Ј	ј	W	w	W	w
K	k	К	к	X	x	Х	х
L	l	Л	л	Y	y	У	у
M	m	М	м	Z	z	З	з



a robin
a robin

I see
I see

I see a robin.

I see a robin.

James

a dog

This is

James

a dog

This is



This is James.

This is James.

I see James.

I see a dog.

I see a dog.

the dog can run has
the dog can run has



James has a dog.

James has a dog.

This is the dog.

James can run.

See James run.

See the dog run.

bird blue bluebird fly and

bluebird
can fly



This bird is blue.

This is a bluebird.

The bluebird can fly.

The robin can fly.

The robin and the bluebird can fly.

tree nest eggs are in



in the tree

in the nest

I see a robin and a bluebird.

See the bluebird fly.

Can the robin fly?

The robin has a nest.

The nest is in the tree.

The eggs are in the nest.

The robin can see the eggs.

Review—Birds

This bird is blue.

This bird is blue.

See the bluebird fly.

See the bluebird fly.

The robin can fly.

The robin can fly.

James and the dog can run.

James and the dog can run.

The robin has a nest.

The robin has a nest.

The nest is in the tree.

The nest is in the tree.

I see the nest.

I see the nest.

The eggs are in the nest.

The eggs are in the nest.

Rose kitty mouse play with
 Rose kitty mouse play with



Rose has a kitty.

This is Rose with the kitty.

The kitty can run and play.

Rose plays with the kitty.



Draw

I see a mouse.

Can the kitty see the mouse?

dog

bird

see

play

dogs

birds

sees

plays

jump catch little you Now



Now, see the kitty jump.

Now the kitty sees the little mouse.

The kitty jumps and the mouse runs.

Run, little mouse, run.

Kitty can catch you.

Kitty! kitty! kitty!

chicken hen likes to



This is Rose with the little chickens.

Rose likes to play with the chickens.

Rose likes to catch the chickens.

Can you catch a chicken?

Can you see the hen?

I see the hen and the chickens.

No Where an egg she gone



I see James and the dog.

Can you see the nest?

Where is the nest?

I see an egg in the nest.

Is Rose with James?

No. She has gone to see the chickens.

She likes to play with the chickens.

Can you see the kitty?

No. Where is she?



Draw

She has gone to catch a mouse.

winter apple it there on
 winter apple it there on



Where are

There are

Where are _____

There are

See this little tree.

It is an apple tree.

Where are the apples?



Draw

There are no apples on the tree now.

It is winter.

The apples are gone.

Can you see a bluebird?

No. The birds are gone in winter.

blossoms leaves spring come back



Spring has
come now.

See the blossoms.

Where are the leaves?

The apple tree has leaves and
blossoms on it.

The birds fly back in the spring.

The robin and the bluebird come
back.

Rose likes the spring.

She likes birds and blossoms.

red pretty autumn seed What



Autumn has come.

The tree has no blossoms in autumn.

What can you see on the tree now?

I can see the pretty apples.

This tree has red apples
on it.

There is a tree with
pretty red leaves.

What can you see in an
apple, Rose?

There are little seeds in it.



Review

Where are the robin and the
bluebird now ?

The birds are gone. It is winter.

In spring the birds come back.

You can see the pretty leaves
and blossoms.

There are no blossoms on the apple
tree in autumn.

There are pretty red apples on it.

What is this? It is a seed.

An apple has little seeds in it.

James likes to play with the dog.

Rose likes to play with the hen and
chickens.

Kitty likes to catch a mouse.

She can run and jump.

Do ripe good eat for
 Do ripe good eat for



Do you like apples, Rose?

I like ripe apples.

Apples are good to eat.

The pretty red apple is for you.

This ripe apple is good to eat.

Do you see the little seeds in it?



Draw

ripe red robin run Rose

fruit grapes oranges green too



See this ripe fruit, James.

The red apples are for you.

Where are the oranges?

The oranges are for Rose.

There are grapes too.

Do you like the green grapes, Rose?

I like fruit.

I like grapes, apples, and oranges.

Look find color yellow all



Look, look! See all the pretty colors.

There are red, blue, and yellow.

Can you find yellow?

Can you find green?

Can you find

orange?

What colors do

you like?



Red is a pretty color. I like it.

bee honey make have not
 bee honey make have not



Look, look! What is this?
 See, now it is on a blossom!
 Is it not a little bird?
 No. It is not a bird.
 It is a bee.
 It makes honey.
 Honey is good to eat.
 Little bee, have you honey for Rose
 and for James?

wax mother queen work from

wax mother queen work from

What can a bee do?

It can make wax and
honey.

It makes honey from the
blossoms.

Do all bees work?

No. All bees do not
work.

All bees like to eat
honey.

All bees do not like to
work.

The bees have a mother.
The mother bee is the
queen.

Queen bees do not make
wax and honey.

The little bees work for the queen.



Worker



Drone



Queen

flower white violet big They



This is a big red rose.

Can you find a white rose?

I see white roses and yellow roses.

See the violets, Rose.

They are pretty little flowers.

What flowers do you like?

They are all pretty.

I like big roses and little violets.

like little leaves look

flag new love Amy these



James has a new flag.
Come and see it, Amy.
What a pretty new flag it is!
It is red, white, and blue.
Find these colors in it.
Can you find the red, Amy?
Where is the white, Rose?
Where do you see the blue, James?
I love the flag. Do you love it,
too?
I love the Red, White, and Blue.

Review

Rose and James have ripe fruit.

These grapes are green, the oranges
are yellow, and the apples are red.

Amy finds pretty flowers in the
spring.

She has violets and big red roses.

James has a new flag.

What color is it?

Look! It is red, white, and blue.

Do you not love the flag?

The little bees make honey from the
flowers. They make wax too.

Honey is good to eat.

The queen is the mother bee.

Do all bees work?

No. All bees do not like to work.

no

not

now

new

nest

rain
grow

raining
sunshine

me
does



It is raining.

Mother makes me come in.

Mother likes the rain.

I do not like it.

What good does it do?

The rain makes the flowers
grow, Amy.

Seeds and flowers love the rain.

They love the sunshine too.

Rain and sunshine make flowers grow.

me make mother mouse



Draw

rainbow beautiful how when Oh



The rain has gone now.

The sunshine has come back.

Oh, see the rainbow, Amy.

How beautiful it is!

What makes the rainbow, Amy?

The sun and the rain make it.

Can you see the rainbow when it is
raining, Rose?

Oh, how beautiful the colors are!

I can see violet, blue, green, yellow,
orange, and red.

cherry fall bud
 cherries then by

See the cherry buds.
 They are white and green.
 The little green buds come
 on the tree in the spring.



By and by they grow white.
 Then they are cherry blossoms.

By and by they fall
 from the tree.
 Little cherries
 come when the
 blossoms fall.



Then rain and sunshine make
 these grow.

Amy and Rose
 like to eat the
 ripe cherries.



one two three four five old



This is one,

and these are two ;

And there are three
little birds for you.

Two and two make
four, you see ;

Now there are five
on the old tree.

Phonetic Exercise

ăn
t an
f an
p an

ăn
t en
f en
p en

in
t in
f in
p in

Kate morning am glad doll Yes



“Good morning, Kate. I am glad to see you this morning. See what I have!”

“Oh, Amy, you have a new doll. How pretty she is!”

“Yes. She is a wax doll. Have you a new doll, Kate?”

“No. I have three old dolls.”

“I have old dolls, too. I love the old ones. I am glad to have a new one.”



buttercup	any
butter	tell
cup	other
field	know

These are buttercups.
 Are they not pretty?
 The blossoms are yellow.
 They are like little cups.
 The leaves and buds are
 green.

Do you know any other
 yellow flowers?

Do you like butter?

Buttercups can tell you.

Do you know how they tell?

Buttercups grow in the fields.

I find violets in the fields, too.

Do you know any other field flowers?

Tell me what flowers you like.

I like red roses.

butterfly summer goes flies
warm here



Here is a butterfly.
Oh, how beautiful it is!
There are not any
butterflies in the winter.

The butterfly likes the warm
summer.

It flies here and there in the warm
sunshine.

It goes from flower to flower.

The bee goes from flower to flower,
too. It makes honey in summer.

It makes honey for you and me.

The butterfly does not work.

do	go	<u>fly</u>	butterfly
does	goes	flies	butterflies

kite my high their boys girls horse

I am glad it does not
rain this morning.

I can play in the field.

The other boys play
horse.

I like to fly my new kite.

I run and it flies high.

See how high it goes!

It falls when I do not run.

I know how to make a
big kite.

Boys and girls like to play.

Boys play horse and fly their kites.

Girls play with their dolls.



Phonetic Exercise

it	ět	ǎnd	ěnd
s it	s et	s and	s end
l it	l et	l and	l end
b it	b et	b and	b end

wagon	ride	he	Henry
black	grass	his	Henry's



Here is Henry's big black horse.

Henry can ride.

He does not fall from his horse.

His horse likes grass.

Is grass all he has to eat?

Henry's dog is in the little wagon.

He likes to ride in the wagon.

Phonetic Exercise

ăt	öt	üt
r at	r ot	r ut
h at	h ot	h ut
c at	c ot	c ut



From the painting by Evert van Muyden

A Tiger

tiger that head paw cat seen

Do you know what this is?

It is a tiger.

Have you seen a tiger?

He is like a big black and yellow cat.

What a big head he has, and what
big paws!

Do you know that a tiger's paw looks
like a cat's?



See! Here is a tiger's paw.

You have seen a cat's paw.

Is this not like it?

A cat's paws are little, and the tiger's
are big.

His head is like a cat's, too.

tiger tiger's cat cat's

Review

My kitty likes to catch a mouse.
This big black horse likes to eat
grass.
Boys and girls like to run and jump.

The two girls play with their dolls.
Amy has a new wax doll and three
old ones.

She loves the old dolls.
Rose has a hen and five chickens
too.

Does Henry play with Kate's dolls?
No, he goes for a ride on his good
old horse.

He plays with his dog and his wagon.
He flies his kite high.

James has a flag. It is red, white,
and blue.

James has seen a tiger.
A tiger's head and paws look like
a cat's.

Can you tell me what the rainbow
colors are?

Yes, they are violet, blue, green,
yellow, orange, and red.

The sun and the rain make the
rainbow.

Oh, how beautiful it is now!

I like a spring morning.

I am glad to see the birds fly back.

In the spring the seeds grow.

There are buds and blossoms on the
apple and cherry trees.

There are four eggs in a robin's
nest.

By and by pretty little birds come
from these eggs.

The roses and other flowers come
back in the warm summer.

I find buttercups in the fields.
Do you know any other flowers that
grow there in summer?

The bees make honey from the
flowers.

They can make honey from fruit too.
The mother bee is the queen. She
does not work.

When autumn comes, the apples and
grapes are ripe.

Then, too, all the pretty red and
yellow leaves fall from the trees.

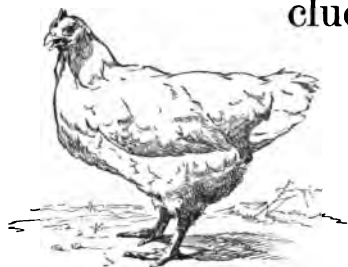
In winter there are no birds and
butterflies here.

Can you tell me where the birds
have gone?

Phonetic Exercise

ē	ō	ȳ	ēe
be	go	by	bee
he	no	my	see
me	so	fly	tree

said feet duck quack swim
 cluck queer them



“Cluck, cluck,”
 said the hen.

“What queer
 feet the duck has!”



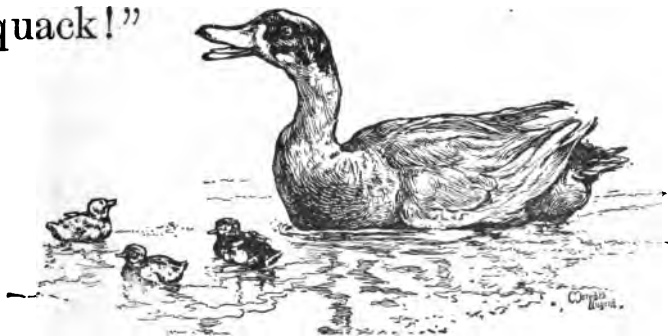
“Quack, quack,” said the duck.

“I like my queer feet. I can swim
 with them. Can you swim, hen?”

“No, I do not like to swim.”



“Oh, oh,” said the duck, “you do
 not know how to swim. My three
 little ducks can swim. See them
 swim now! I am glad that they have
 queer feet and can swim. Quack,
 quack!”



up	may	take	lark
be	will	ground	meadow



“Look, here is a nest on the ground!”

“Can it be a robin’s nest?”

“Oh, no, Kate, a robin’s nest is high up in a tree. This is on the ground. It is a meadow lark’s nest. The meadow lark makes a nest in the grass in the field.”

“Henry, see these little eggs. May I take them?”

“Oh, no. By and by there will be little larks in this nest. Then you may come back with me to see them.”

mē	mȳ	<u>māy</u>	měadow
----	----	------------	--------

ball	we	us	throw
let	go	<u>if</u>	down

“Look, Henry! See my new ball! Will you go down to the meadow with me this morning?”

“Yes. Let us go down there and play ball. We can take my black dog with us. If we do not catch the ball, he will run and find it.”



“Let me throw the ball to you. Catch it, if you can. Now throw it back to me.”

ă	ā	ī	ī	ǔ	ū
fat	fate	fin	fine	cub	cube
hat	hate	pin	pine	cut	cute

her saw caught ran
 did made went

“Rose, do you see any birds?”

“I do not see any now. I saw two.”

“Did they make a nest?”

“Yes. They made a nest. They made it high up in the apple tree.”

“Did kitty go to it?”

“Yes. She went up the tree. She went to catch a little bird.”

“Did you not run to catch her?”

“When I saw her, I ran to the tree. She caught a little bird in her paws. Then I ran and caught her.”

“Did you take the bird from her?”

“Oh, yes. I let it fly back to the nest. Now I do not let kitty go there.”

do see go run catch make
 did saw went ran caught made

get wish away but
could again worm



I wish I could find my mother.
I ran away from her, and now I can
not find her again.

A boy saw me and ran to catch me.
But I ran to the high grass, and he
did not see me.

Now I can not get back to my mother.
I wish I could find a worm to eat.

My mother knows how to
get worms from the
ground, but I do not.



Draw

Mother, mother! Come and find me!
I will not run away again.

gēt gō gōes gōöd gōne

jumped sat him came water
day frog into after



One warm summer day an old green frog sat by the water. By

and by my cat came and saw him there.



“What can this be?” she said. “Is it good to eat? I will catch it and see.”

When the frog saw her come, he jumped. She ran after him. When she came up to him, he jumped into the water. She jumped after

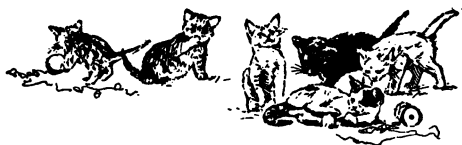


him, and in she went.

My kitty does not like frogs now.

six seven eight nine ten count say

Six little cats,
white, yellow,
and black.



Seven ducks in the water,
and all say, "Quack, quack."



Eight pretty buds
that grow on the tree.



Nine ripe cherries
for you and for me.



Ten little chickens
with the old hen.



Now you know how to
count from one up to
ten.

One, two, three, four, five, six,
seven, eight, nine, ten.

do does dīd dāy dōll



about
school
bought
home
book
buy
read

Henry goes to school. One day his mother said, "When you can read, I will buy you a new book."

Now he knows how to read, and his mother has bought him a book.

He reads to Amy when he comes home from school.

The dog does not like this. He likes to run about and play with Henry and Amy.

What does Henry read about in the book his mother bought for him?

Review—What I Read

Look! This is my new book.

I can read it.

Do you wish me to tell you what I read? I read about the hen that said, "Cluck, cluck!" and the duck that said, "Quack, quack!" Ducks have queer feet and can swim.

I read about a lark that made a nest on the ground. Henry saw her eggs, but he did not take them.

He said, "Let us leave them here now. In summer there will be little birds in the nest. Then we may come to see them."

I read about the kitty that saw a bird in a tree. She ran up the tree and caught it.

I read about an old green frog. He sat by the water one day. The cat jumped for him and went into the water.

I read about the ball that the boys throw. They play with it when they go down to the meadow.

I read about a little chicken that ran away from its mother. It could not find her again, and could not get a worm to eat.

Henry's mother bought a book for him to read when he came from school.

Now I can read, and my mother will buy me a book like his.

I know how to count, too. One, two, three, four, five, six, seven, eight, nine, ten.

Phonetic Exercise

ě	ē	ǒ	ō
met	meat	cot	coat
net	neat	got	goat
red	read	rod	road

rabbit thank out Mr.
hungry lion fox den

A hungry old lion
sat in his den.

“What can I get to
eat?” he said. “Oh,
here comes a rabbit.
Good morning, Mr.
Rabbit. Come in and see me.”



“Thank you,” said the rabbit, and
went in. But he did not come out.

Then a dog came by.

“Come in, Mr. Dog,” said the lion.
The dog went in, but he did not
come out.

By and by a fox came by.

“Good morning, Mr. Fox,” said the
lion. “Come into my den and see me.”

“No, thank you,” said the fox. “I
saw the dog and the rabbit go in,
but I have not seen them come out.”



was snow give
man some at
children

One day all the boys and girls went out to play. It was winter and the

ground was white with snow.

The children made a big snow man.

Then Henry made some snowballs to throw at it. When he was at work, his mother came out.

“Oh, children, what a big snow man you have made!” she said.

“Now, come in and get warm. I will give you some pretty red apples.”



ō	ing	ing	ing
snow	snowing	sing	singing
row	rowing	ring	ringing

had as wall were last sour



A hungry fox saw some beautiful grapes. They were up on a high wall.

“How good they look!” he said.
“I am hungry. I will have some.”

He jumped as high as he could, but he could not get the grapes. They were up too high on the wall.

At last he had a fall.

Then he ran away and said, “They are sour grapes, and not good to eat.”

jūmp jūmping jūmped Jāmes

mew	chirp	upon	Redbreast
flew	almost	sang	Pussy cat



Little Robin Redbreast
 sat upon a tree,
 Up went Pussy cat,
 and down went he;
 Down came Pussy cat,
 and away Robin ran;
 Said little Robin Redbreast,
 "Catch me, if you can."

Little Robin Redbreast
 jumped upon a wall,
 Pussy cat jumped after him,
 and almost had a fall;
 Little Robin chirped and sang,
 and what did Pussy say?
 Pussy cat said "Mew,"
 and Robin flew away.



pig market way of fast so help



One autumn day a man bought a little black pig at the market.

On his way home from market, it ran away. The children saw it as they came out of school.

“Let us catch that pig,” said Henry. “The old man can not run so fast as we can. Let us help him.”

So some of the boys ran after the pig. It ran fast, but at last they caught it.

Then the old man came up and said, “Thank you, boys. I could not have caught my pig if you had not come to help me. When I come by in my wagon, you may take a ride with me.”

wāy wē will wish wënt

stones pond threw lived hurt put



One day some boys at play by a pond threw stones into the water.

Some frogs lived in this pond. When a frog put his head out of the water, the boys threw stones at him.

At last an old frog put up his head and said, "Boys, do not throw stones. You hurt us."

"We are in play," said the boys.

"Yes," the frog said, "but the stones hurt us. It is play for you, but it is not play for us."



hide game found house
 seek your shall

“What game shall we play, Amy?”

“Oh, Henry, let us play hide and seek. See if you can find us.”

“Good. We will play hide and seek. I will put away my kite and ball. Put your dolls down and hide. I will look for you.

“Here I come. Where can they be?”

“I see you, Amy, in the wagon.

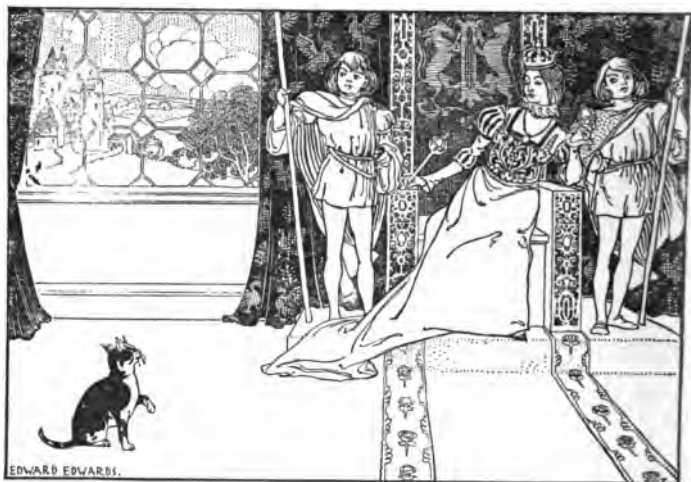
“I have found you too, James. You are up in the cherry tree.

“Where is Kate? Oh, I see your head, Kate. You are in that high grass by the house.

“I have found you all. You were the last one caught, Kate. Now, Amy, you are to find us.”

yoŭr	yěs	yěllow
Kāte	kīte	kittŷ

been London chair under



Pussy cat, Pussy cat,
Where have you been?
I have been to London
To look at the queen.
Pussy cat, Pussy cat,
What did you there?
I caught a little mouse
Under her chair.

Review—What I Can Read

Let me tell you what I can read about in this book.

I read about a fox. He jumped for some grapes, but he could not get them. So at last he went away and said they were sour.

A dog and a rabbit went into a hungry lion's den, but they did not come out. Mr. Fox said, "Thank you, I will not go in."

I read here about a cat.

She jumped for Robin Redbreast when he flew down upon a wall. She almost had a fall, but she did not catch him. He chirped and sang; she said "Mew!"

Pussy cat had been to London. She caught a mouse under the Queen's chair.

I read, too, about the children.

They made a snow man.

They had a game of hide and seek, and Henry found them all.

A man's pig ran away on the way from market. Then the boys ran as fast as they could to help catch it.

Some boys threw stones into a pond. The boys were in play, but they hurt the frogs in the water.

When I can read all of this book, I shall put it away. Then my mother will give me a new one to read.

What makes wax and honey?

What has paws like a tiger?

When are cherries ripe?

For Sentence Making

school	brought	rainbow	lark
kite	seven	girls	horse
nine	buttercup	rabbit	eight
quēen	quēer	quăck	

rock-a-bye baby top wind blows
 cradle bough break rock



Rock-a-bye, baby,
 On the tree top,
 When the wind blows
 The cradle will rock;
 When the bough breaks
 The cradle will fall,
 Down will come baby,
 Bough, cradle, and all.

Albert
wheels

toy
best

many
pull

walk
why



Here is Albert with his horse.

The horse can not walk, but it can run. It runs on its four wheels when Albert pulls it.

Albert has many toys. He has a ball, a top, and a kite. But he likes this best of all his toys.

Do you know why? I will tell you.

Albert loves horses.



He said, "When I am a man, I shall have a big black horse to ride."

swan or young name would
well who very sometimes



Who knows this bird's name?

It is a swan.

It can not walk well or fly high.

But it can swim very fast.

Its feet are like a duck's feet.

This big swan is white. Young swans are not very pretty. They look like ducks.

Sometimes the mother swan swims with her young ones on her back.

Would you not like to see her?

stood tail long still gave time
played strong



Albert and Rose are two little children.

One day their mother gave them a little red horse. The children played with it for a time.

Then Albert said, "Now I will take the horse and go to market."

"Oh, no," said Rose. "I will take it and give my dolls a ride."

"It is my horse," said Albert.

"Oh, no. It is my horse," said Rose. "Mother bought it for me."

"You shall not have it," said Albert.

“I will have it,” said Rose.

All this time the little red horse stood still on its four wheels.

Then Rose caught it by the head and Albert caught it by the tail.

Oh, how they did pull! The little horse jumped about on its wheels.

Then Albert gave a long pull and a strong pull. Rose did not let go.

Albert said, “I have it,” and Rose said, “I have it,” and so they had. But what?



*If the children had been good,
they would still have their
toy horse to play with.*

fāce	tĥink	sĭck	ěv'er ŷ
crŷ	washed	mŭch	Dāi'sŷ

My doll's name is Daisy.

Her face was as red as a rose,
but now it is white.

Albert thinks she is sick.

I do not think she is sick.

She did not eat too much nor go
out in the rain.

I know why her face is so white.

Shall I tell you?

I washed it this morning.

My face is washed every day. So
I did not think it would hurt Daisy.

She was good and did not cry at all.



But see how
white she is!

What do you,
think I can do
for her?

fūn swēet crēep our
broth'er to gēth'er ōn'ly



This is our little baby brother.

His name is Henry.

We think he is a pretty baby.

He is sweet and good too.

Baby and I have fun together.

He cannot walk. He is too young.

He can only creep.

He creeps to kitty, but she runs away.

He pulls her tail and she does not like that. It hurts her.

He does not know it hurts her.

Have you a little baby brother, too?

swēet swan swīm swīng wīng
stōne stood strōng still till



cōld bĕd cōat
start'ĕd south
north Frănk

Frank is a little boy. His home is in the south where the winters are warm.

It does not snow there.

This winter Frank is with James. James lives in the north.

One cold morning James jumped out of bed. "Oh, Frank, Frank," he said, "get up and see the snow!"

Frank started up and ran to look at it.

The boys put on their warm coats and went out to play.

James made a snowball for Frank.

What do you think Frank said?

"Oh, how cold it is! I will take it into the house and warm it."

snōw'flāke sēa drōp skȳ kēep
 slēep wat'er drōp ō'ver



We are snowflakes.

Our home was in the big sea.
 When we were there, we were
 drops of water.

We have many brothers.

One day the sun said to us,
 "Little waterdrops, come up into
 the sky."

So we went to ride about in the
 sunshine.

By and by we started home. It
 was a cold day, so we put on our
 white coats.

The children saw us come
 and said, "Oh, see the pretty
 snowflakes!"

The children are very glad to see us. We play with them. But we work too.

There are many of us, and we all work together.

We come when the flowers sleep in their beds. We put our coats over them and keep them warm. They are glad to have us come.

When it is warm, our work here will be over.

Then we shall go home to the sea.



Review Exercise

What will the cradle do when the
wind blows and the bough breaks?

Why does Albert like his toy
horse so much?

Did it hurt Daisy to have her
face washed?

What do young swans look like?

Who played with the little red
horse that stood on wheels?

Was Frank's home in the north
or in the south?

How do snowflakes go from the
sky to the sea?

For Sentence Making

pond	sick	threw	mew
cry	walk	think	drop

Phonetic Exercise

tāil	māid	māin	tēar
pail	paid	pain	dear
rail	raid	rain	near

once	nēar	běll	round
mīce	něck	hăng	with out

Once there was no cat in the house. Then the mice had a good time. When she came, their fun was over. If one only put his head out, her paws were on him at once.

So the mice came together to see what they could do about it.

“Let us hang a bell round her neck,” said a little mouse. “It will tell when she is near, and we can hide.”



“Good,” said the other mice.

Some ran at once to get a bell.

“Now,” said an old mouse, “who will hang it round the cat’s neck?”

“Not I,” said the little mouse. “I am too little.”

“Not I,” “Not I,” said all.

So she still goes without any bell.

whīle

hăp'py

gāy

Work while you work,
 Play while you play,
 This is the way
 To be happy and gay.

*When the cat is away,
 the mice will play.*

Language Exercise

What game did the children play?
 They —— hide and seek.
 How many chickens did you count?
 I —— ten chickens.
 Did the fox jump for the grapes?
 He —— and said they were sour.

live	lived	love	loved
help	helped	look	looked
play	played	work	worked

Phonetic Exercise

lōw	few	lie
flow	flew	fly

Sight Reading

"Good morning, pretty flower.
How do you do?"



"Good morning, little girl.
I am very well, I thank you."

"I am glad to see you,
little flower. What is your
name?"

"My name is daisy."

"Why, my doll's name is Daisy
too! Where is your home, little
daisy?"

"It is here in the green grass."

"What do you do in the grass?"

"I make the field look pretty. I
play with the other flowers."

"Does it hurt you to have the rain
fall on you?"

"Oh, no. I like the rain. It makes
me grow."

tall took yēar wāke ōak stāyed
 foot ā'corn a mong' be come' world

Tall oaks from little acorns grow.

Once I was a little
 acorn. All summer
 I stayed with my
 mother, the oak tree.



One autumn day a
 strong wind came
 by. It said, "Come
 with me, little acorn.

I will take you to see the big
 world."

But the wind only took me to the
 ground, and then it went on. There
 I stayed.

One day a man put his foot on me,
 so that I went down into the ground.

Then winter came and I went to
 sleep.

When spring came, my long sleep was over. The sunshine and the warm rain said, "Wake up, little acorn. Spring is here. Come up out of the ground."

Then I put out some little green leaves.

Many years have gone by. Now I am a tall tree with strong boughs.

Little birds make their homes among my boughs.

Now I have many little children. They all leave me. They go out to see the world, as I did.

Some of them become oak trees. But many of them I do not see again. Do you know what becomes of them?



Draw

Phonetic Exercise

whĕn
whet

whĭm
whit

whĭne
white

corn cow sure horn
 shēep a slēep' hāy'stăck



Little Boy Blue, come blow your horn;
 The sheep's in the meadow, the
 cow's in the corn.

Where's the little boy that looks
 after the sheep?

He is under the haystack, fast asleep.
 Will you wake him? No, not I;
 For if I do, he'll be sure to cry.

cow's	cow is	sheep's	sheep is
he'll	he will	where's	where is

Sight Reading

What does the cat say? What do dogs say? What do ducks say?

What would a horse tell you if he could?

I think he would say, "I let you ride on my back. I pull your wagon."

The hen would say, "I give you eggs to eat."

What does the cow do for us?

What does the sheep do for us?

Why did not the mice hang a bell round the cat's neck?

What is the way to be happy and gay?

What did the acorn become after many years?

Who was fast asleep under the haystack?

 Phonetic Exercise

all	běll	will	rōll	pull
tall	tell	till	toll	full

wing	pēep	lōn'ger	bird'ie	till
rēst	rīse	strōn'ger		limb

What does little birdie say,
In her nest at peep of day?

“Let me fly,” says little birdie,

“Mother, let me fly away.”

“Birdie, rest a little longer,

Till the little wings are stronger.”

So she rests a little longer,

Then she flies away.

What does little baby say,
In her bed at peep of day?

Baby says, like little birdie,

“Let me rise and fly away.”

“Baby, sleep a little longer,

Till the little limbs are stronger.”

If she sleeps a little longer,

Baby too shall fly away.

ALFRED, LORD TENNYSON

say

says

said



bēan plānt rōt stēm
 food līght sēnd air

Here is a bean.

A plant is asleep in it.

This baby plant has a
 root and stem and leaves.

Would you like to see it wake
 from its sleep?

Then put the bean into the ground.

The rain will fall on it, and the
 sun will warm it.

After a while the baby plant will
 wake and creep up to the light.

Then it will get food. But how?

It will send its roots into the
 ground, and its stem and leaves into
 the air.

The root will get food from the
 ground.

The leaves will get food from the
 air and sunshine.

The plant will grow big and strong.

dēep	lāy	voice	dēar
heart	bur'ied		brīght

In the heart of a seed,
 Buried deep, so deep,
 A dear little plant
 Lay fast asleep.

"Wake," said the sunshine,
 "And creep to the light."
 "Wake," said the voice
 Of the raindrops bright.

KATE LOUISE BROWN

For Sentence Making

acorn	oak	sleep	rise
limb	send	bell	neck
cradle	top	stem	says
longer	toy	wheels	best

Phonetic Exercise

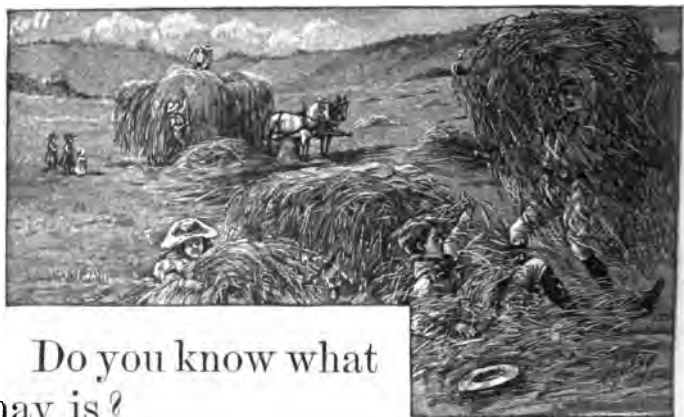
rāin	rīght	rīng	other
brain	bright	bring	brother

dr̄y
hāy

měn
cūt

sōft
ěv'er

ăn oth'er
căt'tle



Do you know what
hay is?

Men cut the tall green grass that grows in the meadows.

Then they leave it there to dry in the sun. The dry grass is hay. Cattle like to eat it.

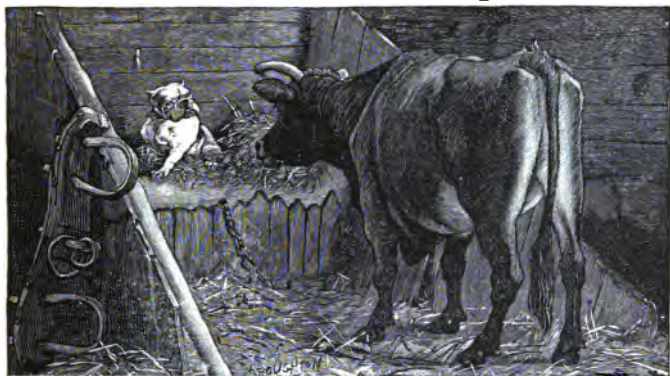
The children like to go into the fields and play on the soft sweet hay.

They throw it over one another till they are almost buried in it.

Did you ever ride on a hay wagon?

Make hay while the sun shines

ŏx cröss soon sělf'ish dōn't
 asked want barn măn'ger do not



One day a cross dog went into a barn and lay down in a manger.

Soon an ox came into the barn. He had been at work and was hungry.

He wanted the hay in the manger, but the cross dog would not let him come near it.

“Do you want that hay?” asked the ox.

“No, I don’t eat hay,” said the dog.

“How selfish you are!” said the ox. “You can not eat the hay, and you will not let me eat it.”



won'der hēar harm claw
sharp eye night mŭst

I like little pussy
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm.

Let me see your soft paws, kitty.
Your claws are sharp.
You can pull them in
or put them out.

You keep them in
when you creep up
near a mouse.



Eyes in Daytime

No wonder he does not hear you
come. Out come your sharp claws
when you spring on him.

I wonder how you see
the mice at night!

You can see as well in
the night as in the day.

I think you must have
very queer eyes.



Eyes at Night

Sight Reading—What they Wished

“I wish I were a buttercup down in the meadow,” Kate said. “The grass would make a cradle for me. The wind would rock me all day long. What fun that would be!”

“I do not want to be a buttercup,” said Amy. “It has to stay in the meadow all the time. I want to see the world. I wish I were a butterfly.

“I could fly about everywhere, and go from flower to flower in the sunshine. I am sure that would make me happy.”

“What would you like to be, Rose?”

“I like the yellow buttercups,” said Rose, “and the butterflies too. But I like best to be my mother’s little girl, and have her to love me. That is best of all.”



mam ma' pa pa' sīng trȳ
trīed grew sīde gōt

Mr. Robin had a little round nest in an oak tree. This was his house.

His four baby robins lived in it. They grew very fast. Soon the house was too little for them.

"It is time for you to fly," said Papa Robin.

"Oh, we can not fly," said the robins.

"You can, if you try," said papa.

One young robin got up on the side of the nest.

"Oh, no, I can not fly. I shall fall."

"Try, try to fly," said his papa.

The robin did try. He flew into a tree.

"Oh, what fun!" said the little bird. "I like to fly. See me go!"

Then the other robins tried.

In a little while they could all fly.

The robins could fly, but they could not sing.

Papa Robin said to them, "Come, little robins, it is time for you to sing."

"No, papa, we can not sing."

"Oh, yes, little ones, you can. Hear the other birds sing. Look at the pretty flowers and the blue sky. Then you will want to sing. Hear me sing to you. Now sing for me."

One little robin did sing.

Then they all sang with their papa and mamma.

A little girl came by. "Why, hear the birds sing!" she said. "How happy they are!"

Phonetic Exercise

thên thēe thīs thēse
thăn thīne thăt thōse



doth thing poor sit hīve hīm sēlf'

The north wind doth blow,
 And we shall have snow,
 And what will the robin do then?
 Poor thing!

He will sit in a barn,
 And to keep himself warm,
 Will hide his head under his wing,
 Poor thing!

The north wind doth blow,
 And we shall have snow,
 And what will the honey-bee do?
 Poor thing!

In his hive he will stay,
 Till the snow's gone away,
 And then he'll come out in the
 spring,
 _____ Poor thing!

myself. himself. herself. yourself.

gar'den swing bōat wīde roof
 coŭn'try plēas'ant ěst chīld far



Don't you like to swing?

I think it is the pleasantest thing
 a child can do.

Sometimes I play my swing is a
 boat. The wind blows. My boat
 rises and falls on the sea.

Sometimes I play I am a bird.
 I fly high in the air.

Birds can look down on trees,
 gardens, and roofs of houses. They
 see far and wide over the country. I
 wish I could fly as high as a bird can.



From the painting by Sir Edwin Landseer

Snob

Engraved by Walter Allnutt

stō'ry

băd

pīcture

The dog in the manger was cross
and selfish.

But all dogs are not bad.

Here is the picture of a good dog.

I wonder if any child can tell a
story about this picture.

bring plēas'ant

I play with the flowers in the
garden. I rock the birds in their
nests on the boughs.

Sometimes I break boughs from
big trees, and blow roofs from houses.

I bring rain and snow. I bring
pleasant days and sunshine too.

You hear me, but can not see me.
I wonder if you can tell who I am.

pleasant pleasanter pleasantest

pic'nic cīt'ŷ rīv'er Brown nĕv'er
 frīends fĕll jām brĕad sŭch



This year Amy Brown had a picnic on the river.

Two of her friends, who live far away in the city, were with her for the summer. She asked some of her little friends in the country to come, too.

The day of the picnic was bright and beautiful. The children all went down to the side of the river.

Mr. Brown got into the boat. He helped the children in and away they went.

The city children had never been on the river. They saw many pretty things that were new to them.

Some swans were on the river. Rose tried to throw some food to them, and almost fell into the deep water. Then the girls saw some sheep in a meadow near by.



One of the city children said, "Oh, what queer little cows!"

"They are not cows," said Amy. "They are sheep."

They went on by green meadows and by beautiful fields of corn.

At last they got out under a tall oak tree. They pulled flowers and played till they were hungry.

Then they all sat down on the soft grass.

Mr. Brown took out the things to eat.

They had chicken, bread and butter, jam, and fruit.

Then they played hide and seek and other games.

After a while they were glad to rest and hear Mr. Brown tell a story.

What a happy day they had!

At last it was time to go home.

“We have had such a good time!” all the children said. “Thank you, Mr. Brown, for our pleasant picnic.”

anything	something	everything
anywhere	somewhere	everywhere
anyone	someone	everyone

Phonetic Exercise

violet	voice	very	every
wax	six	ox	fox

laughed rōared heard rōpe tīed
 grēāt frēe be găn' gnaw sēt



One warm day a great lion lay asleep near his den.

A little mouse played near by.

'At last he ran over the lion's paw, and the lion caught him.

"Do not harm me, Mr. Lion," the mouse said. "Let me go now and some time I may be of help to you."

The old lion laughed. "How can such a little thing ever be of any help to me?" he said.

But he set the little mouse free.

Not long after this some men caught the lion.

They tied him with strong ropes and then went away for a while.

When the lion found that he was tied fast, he roared and roared.

The little mouse heard him and ran to him.

When he saw how the lion was caught, he began to gnaw the ropes.

At last he set the lion free.

“Once you laughed at me,” he said. “Now you see a little mouse may help a great lion, after all.”

dēed thought word kīnd

Kind hearts are the gardens,
 Kind thoughts are the roots,
 Kind words are the blossoms,
 Kind deeds are the fruits.

moon shīn'ing lămp
shāped wēek small'er
bōw big'ger grōwn

Oh, look at the moon,
She is shining up there;
O Mother, she looks
Like a lamp in the air.

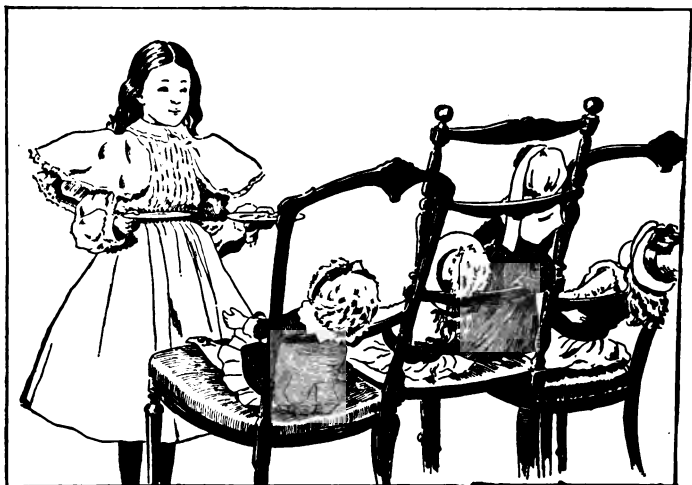
Last week she was smaller,
And shaped like a bow,
But now she's grown
bigger,
And round like
an O.

ELIZA LEE FOLLEN



The moon shines.
The moon is shining.
The birds and flowers sleep.
The birds and flowers are sleeping.
The children go to bed.
The children are going to bed.

lā'dy tēa talk thăn mōre true
yōū'd you would



It is raining this morning.

Kate can not go out, so she is playing with her dolls at home.

She plays she is a lady like mamma.

The dolls are friends who have come to take tea with her. She gives them tea and talks to them.

She has Rose May sit by her and she talks to her more than to the others.

Now, Rose May is not the beautiful wax doll. She is an old doll.

She has only one foot, and the pretty color is gone from her face.

Poor Rose May!

Do you wonder why Kate is so kind to her?

Kate knows that a lady is kind to every one and true to her old friends.

*Be you to others kind and true,
As you'd have others be to you.*

For Sentence Making

moon	bad	lamp	bow
lion	bean	thought	hive
heard	claw	dry	shining
shaped	himself	sharp	bring

Phonetic Exercise

true	trȳ	trīed	trēe
frōg	friēnd	Fränk	frēe
grew	grāpes	grōwn	grēen

mīle

whīch

crook'ed

stīle

a gainst'

sīx'pēnce



There was a crooked man
 and he went a crooked mile,
 He found a crooked sixpence
 against a crooked stile;

He bought a crooked cat
 which caught a crooked mouse,
 And they all lived together
 in a little crooked house.

first skin hard leg thin hair

At first a fly is a little white egg.

Then it becomes a worm.

This worm is very hungry, and eats all it can.



Then it goes to sleep. Its skin becomes hard, and its head, legs, and wings grow.

At last it breaks its hard skin and comes out a fly.

Flies have two wings and six legs.

Look at a fly and see how light and thin its wings are. But they are very strong.



Here is a picture of a fly's foot.

Look at the little hairs on it. These hairs help the fly to walk up the wall.

sē'crēt crawl yĕt be liēve' ōpe
 watch ūse bȳe spī'der

Baby bye,
 Here's a fly;
 Let us watch him, you and I.
 How he crawls
 Up the walls,
 Yet he never falls!
 I believe with six such legs
 You and I could walk on eggs.

Flies can see
 More than we.
 So how bright their eyes must be!
 Little fly,
 Ope your eye;
 Spiders are near by.
 For a secret I can tell,—
 Spiders never use flies well.
 Then away! Do not stay.
 Little fly, good-day!

hănd hěld wřsh'es fair'ŷ křss

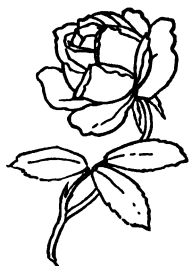


One day Rose ran in from the garden. She had something in her hands. She held it so that no one could see it.

“O mamma,” she said, “let us play three wishes. Play that you are old and poor, and that I am a fairy.”

Her mother laughed and said, “Very well, dear.”

“I will give you three wishes,” said Rose. “Wish for something good—a rose, an apple, or anything.”



Draw

"First, I wish for a rose," said her mother.

"Here it is," said Rose, and she gave her a beautiful rose. "Now wish again!"

"Let me think," said her mother. "I wonder what I shall say this time! Oh, I believe I shall wish for an apple."

"Good, good!" said Rose, and gave her a big apple. "Is it sour?"

"No, it is very sweet. Thank you, dear," said her mother, "but I have another wish yet."

"But, mamma, I don't know how to play any more wishes," said Rose.

"I do," said her mother. "I wish for a kiss."

Rose kissed her again and again.

"That was the best wish of all," said her mother.

anything. something. everything

Sight Reading

First, I will tell you what I do.
Then I am sure you can tell my name.

You see me almost every day in the year.

I am very bright and very big.

I am much bigger than the world on which you live.

I am very far away from you. That is why I look smaller than I am.

Your world would be cold without me.

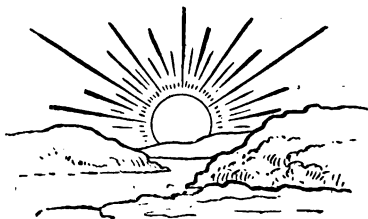
There would be no trees or flowers.

I make the plants grow.

I make the fruit and corn ripe.

I give light to all things.

Now, can you tell my name?



off jüst blew cloud shōne



The North Wind once said to the Sun: "I am stronger than you."

"Let us see," said the Sun.

Just then a man came by.

"I can make that man take off his coat," said the Wind.

He blew as hard as he could, yet the man only said, "How the wind blows! I am glad I have such a warm coat."

"Now let me try," said the Sun.

So he came out from a cloud and shone as bright as he could.

"How warm it is!" the man said, and took off his coat.

căp'tain	sōl'dier	gŭn	brāve'ly
fīght	march	called	swōrd



One day the boys and girls played soldier. Albert was the captain. He had a horse and a sword.

Frank had a gun, and Rose had a flag. May blew a horn for them to march by.

When Albert called out "March!" they marched round and round.

"Now," Albert said, "we will go to fight. You must fight bravely, like good soldiers."

So off they went to fight.

What fun it is to play soldier!
Just then mamma came in.

"What are you doing, children?"
she said.

"We are not children, mamma,"
said Albert. "We are soldiers.
I am the captain."

"Dear me! I did not know you
were soldiers," mamma said. "If
you have been fighting bravely,
you must be very hungry now.
Shall I give you and your soldiers
your tea?"

"Yes, thank you," the captain
said. "The soldiers want food.
They have to march miles and miles
and do great deeds; so they
would like jam on their bread."



brāve	brīght	swēet
brāvelŷ	brīghtlŷ	swēetlŷ

For Sentence Making

talk	use	thin	eye
watch	word	week	harm

Review Exercise

Who gnawed the ropes and set
the lion free?

What shines like a lamp in the
air?

Why was Kate so kind to poor
Rose May?

Who was captain when the
children played soldier?

What did the crooked man find
against the stile?

Tell the story of the cross, selfish
dog in the manger.

 For Sentence Making

spider	gun	crawl	hairs
hand	held	kiss	fairy
sword	sixpence	doth	mile
shone	blew	cloud	skin
bring	limb	night	thought

Phonetic Exercise

chīld	chirp	chěrry	chair
crēep	crawl	crādle	sēcřēt
bāby	lādy	cīty	kīty

scratched grāin bill āte mill
thrēsh flour wheāt nor bāked

As Little Red Hen scratched the ground, she found a grain of wheat.

“Who will plant this?” she asked.

“I will not do it,” said the cat.

“Nor I,” said the dog and the pig.

“Then I will,” said Little Red Hen.

So she buried the wheat in the ground. It grew up yellow and ripe.

“The wheat is ripe now,”
said Little Red Hen. “Who
will cut and thresh it?”

“I will not,” said the pig.

“Nor I,” said the cat and dog.

“Then I will,” said she.

So she cut it with her bill and
threshed it with her wings.

Then she asked, “Who will take
this wheat to mill?”

“I will not,” said the dog.

“Nor I,” said the cat and the pig.



"Then I will," said Little Red Hen.

So she took the wheat to mill and had it ground. Then she took the flour home.

"Who will make some bread with this flour?" she asked.

"Not I," said the dog.

"Nor I," said the pig and the cat.

"Then I will," said Little Red Hen.

So she made and baked the bread.

Then she said, "Now let us see who will eat this bread."

"We will," said dog, cat, and pig.



"To be sure you would," said Little Red Hen, "if you could get it."

Then she called her chickens, and they ate all the bread.

sāil'or	Ja păn'	ship
Spāin	<u>or'gan</u>	spēc'kled

Of speckled eggs the birdie sings
 And nests among the trees;
 The sailor sings of ropes and
 things
 In ships upon the seas.

The children sing in far Japan,
 The children sing in Spain;
 The organ with the organ man
 Is singing in the rain. R. L. STEVENSON



mět

wom'an

bite

The Old Woman and Her Pig

One day an old woman found a sixpence.

"What shall I do with this little sixpence?" said she. "I will go to market and buy a pig." So she went to market and bought a little white pig.



On the way home they came to a stile and the pig would not jump over.

The old woman went a little way and she met a dog. So she said, "Dog! dog! bite pig! Pig will not jump over the stile, and I shall not

to-nīght' stīck bēat fīre burn

get home to-night." But the dog would not.

The old woman went on and she met a stick. So she said, "Stick! stick! beat dog! Dog will not bite pig; pig will not jump over the stile, and I shall not get home to-night." But the stick would not.

She went on and she met a fire. So she said, "Fire! fire! burn stick! Stick will not beat dog; dog will not bite pig; pig will not jump over the stile, and I shall not get home to-night." But the fire would not.

She went on and she met some water. So she said, "Water! water! put out fire! Fire will not burn stick; stick will not beat dog; dog will not bite pig; pig will not jump over the stile, and I shall not get

drink

kill

home to-night." But the water would not.



She went on and she met an ox. So she said, "Ox! ox! drink water! Water will not put out fire; fire will not burn stick; stick will not beat dog; dog will not bite pig; pig will not jump over the stile, and I shall not get home to-night." But the ox would not.

She went on and she met a man. So she said, "Man! man! kill ox! Ox will not drink water; water will not put out fire; fire will not burn stick; stick will not beat dog; dog will not bite pig; pig will not jump over the stile, and I shall not get home to-night." But the man would not.

She went on and she met a rope. So she said, "Rope! rope! hang man! Man will not kill ox; ox will not drink water; water will not put out fire; fire will not burn stick; stick will not beat dog; dog will not bite pig; pig will not jump over the stile, and I shall not get home to-night." But the rope would not.

She went on and she met a mouse. So she said, "Mouse! mouse! gnaw rope! Rope will not hang man; man will not kill ox; ox will not drink water; water will not put out fire; fire will not burn stick; stick will not beat dog; dog will not bite pig; pig will not jump over the stile, and I shall not get home to-night."

chēese

“I will,” said the mouse, “if you will give me some cheese.”

The old woman had some cheese with her, and she gave some of it to the mouse. Then the mouse began to gnaw the rope; the rope began to hang the man; the man began to kill the ox; the ox began to drink the water; the water began to put out the fire; the fire began to burn the stick; the stick began to beat the dog; the dog began to bite the pig, and the little white pig jumped over the stile. So the old woman did get home that night after all.





The Swing

How do you like to go up in a swing,
 Up in the air so blue?
 Oh, I do think it the pleasantest thing
 Ever a child can do!

Up in the air and over the wall,
 Till I can see so wide,
 Rivers and trees and cattle, and all
 Over the countryside—

Till I look down on the garden green,
 Down on the roof so brown—
 Up in the air I go flying again,
 Up in the air and down!

ROBERT LOUIS STEVENSON

Complete List of Words in First Reader

The following list will be useful for review exercises in enunciation,
pronunciation, spelling, and language work.

a	ăt	bird	băt
ă bout'	ăte	bīrd'īe	băt'tēr
ă'cōrn	ău'tūmn	bīte	băt'tēr cūp
ăft'ēr	ă wāy'	blăck	băt'tēr flȳ
again		blew (blū)	buȳ
(ă gĕn')	bă'bȳ	blōs'som	bȳ
against	băck	blōw	bȳe
(ă gĕnst')	băd	blūe	
ăir	băke	blūe'bīrd	całl
Ăl'bĕrt	bałl	bōat	căme
ăł	bărn	bōok	căn
ăl'mōst	bē	bough	căp'tain
ăm	bēan	bought	căt
ă mông'	bēat	bōw	căch
Ā'mȳ	beaū'tī ful	boy	căt'tle
ăn	bē cōme'	brăve'lȳ	caught
ănd	bĕd	brĕad	chăir
ăn ôth'ēr	bēe	brĕak	chĕese
any (ĕn'ȳ)	been (bĭn)	brīght	chĕr'rĕs
anything	bĕ găn'	brĭng	chĕr'rȳ
(ĕn'ȳ thĭng)	bĕ lĭeve'	brōth'ēr	chĭck'ĕn
ăp'ple	bĕll	brown	child
ăre	bĕst	būd	chĭl'drĕn
ăs	bĭg	buried	chĭrp
ăsk	bĭg'gĕr	(bĕr'rid)	ġit'ȳ
ă slĕep'	bĭll	būrn	clăw

cloud	dölz	flies	göod
clück	döth	flour	göt
cōat	down	flow'ēr	grāin
cōld	drīnk	flȳ	grāpes
cōl'or	dröp	fōod	grāss
cōme	drȳ	fōot	grēāt
cōrn	dück	fōr	grēen
cōuld		found	grew
count	ēat	fōur	(gru)
cōūn'try	ēgg	fōx	ground
cow	ēight	Frānk	grōw
crā'dle	ēv'ēr	frēe	grōwn
crawl	ēv'ēr ȳ	frēnd	gūn
crēep	eye (ī)	frōg	
croōk'ed		frōm	hād
crōss	fāce	frūt	hāir
crȳ	fāir'ȳ	fūn	hānd
cūp	fāl		hāng
cūt	fār	gāme	hāp'pȳ
	fāst	gār'den	hārd
dāi'sȳ	fēet	gāve	hārm
dāy	fēll	gāy	hās
dēar	fiēld	gēt	hāve
dēed	fight	gīrl	hāy
dēep	find	gīve	hāy'stāck
dēn	fire	glād	hē
dīd	first	gnaw	hēad
dō	five	gō	hēar
dōes	flāg	gōes	hēard
dōg	flew (flū)	gōne	hēart

held	Já pǎn'	lǒn'gēr	mũch
help	jũmp	lǒok	mũst
hẽn	jũst	love	mỹ
Hẽn'rỹ			
hēr	Kāte	māde	nāme
here	kēep	māke	nēar
hide	kil	mām mā'	něck
high	kind	mǎn	něst
hĩm	kĩss	mǎn'gēr	něv'ēr
hĩm sělf'	kĩte	many	new (nũ)
hĩs	kĩt'tỹ	(mẽn'ỹ)	nĩght
hive	knōw	mǎrch	nĩne
hōme		mǎr'kět	nō
hòn'eỹ	lǎ'dỹ	mǎy	nôr
hörn	lǎmp	mē	nôrth
hørse	lǎrk	měad'ōw	nõt
house	lǎst	měad'ōw	now
how	laugh (lǎf)	lǎrk	
hũn'grỹ	lǎy	mẽn	Ō
hũrt	lēaves	mět	ōak
	lēg	mew (mũ)	of (ōv)
Ī	lēt	mĩce	ōf'
if	light	mĩle	ōh
in	like	mĩll	ōld
in'to	lĩmb	mōōn	ōn
ĩs	li'òn	mōre	once (wũns)
it	lĩt'tle	mōrn'ĩng	one (wũn)
	live	móth'ēr	ōn'lỹ
jǎm	Lòn'dòn	mouse	ōpe
Jǎmēs	lǒng	Mr.	ōr

orange	răb'bît	sehōol	smăl'ēr
(ōr'ēj)	răin	scrătch	snōw
ōr'gan	răin'bōw	sēa	snōw'flăkə
ôth'ēr	răn	sē'crēt	sō
our	rēad	sēē	sōft
out	rēd	sēed	soldier
ō'vēr	rēd'brēast	sēek	(sōl'jēr)
ōx	rēst	sēen	sōme
	rīdē	sēlf'ish	sōme'timeș
pă pă'	rīpe	sēnd	sōon
păw	rīșe	sēt	sour
pēep	rīv'ēr	sēv'en	south
pīc'nīc	rōar	shăll	Spăin
pīc'tûre	rōb'în	shāpe	spēc'kled
pīg	rōck	shārp	spī'dēr
plănt	rōck'ă bȳe	shē	sprīng
plāy	rōof	shēep	stărt'ed
plēas'ant	rōot	shīne	stăy
plēas'ant ēst	rōpe	shīn'ing	stēm
pōnd	rōșe	shīp	stīck
pōor	round	shōne	stile
pretty	rūn	sīck	stīll
(prīt'tȳ)		sīde	stōneș
pulł	said (sēd)	sīng	stōod
puss'y	săil'or	sīt	stō'ry
put	săng	sīx	strōng
	săt	sīx'pēnșe	strōn'gēr
quăck	săw	skīn	sūch
quēen	săy	skȳ	sūm'mēr
quēer	says (sēz)	slēep	sūn

sūn'shīnə	this	vēr'ý	white
sure	thòught	vi'ò lèt	whò
(shur)	thrée	voicə	whý
swan	thrěsh		widə
swēet	threw	wāg'on	will
swim	(thru)	wāke	wind
swing	thrōw	walk	wing
swōrd	tīə	wall	wīn'tēr
	tī'gēr	want	wish
tāil	till	warm	wish'ēs
tāke	time	was	with
talk	tò	wash	with out'
talz	tò gēth'ēr	watch	wom'an
tēa	tò-nìght'	wa'tēr	won'dēr
tēlz	tōo	wa'tēr drōp	word (wûrd)
tēn	tōok	wax	work (wûrk)
thān	tōp	wāy	world
thānk	toy	wē	(wûrld)
thāt	trēə	wēek	worm
thē	tried	wēll	(wûrm)
thēir	trūe	wēnt	would
thēm	trý	wēre	
thēn	twò	whāt	yēar
thēre		whēat	yēl'lōw
thēsə	ūn'dēr	whēel	yēs
they	ūp	whēn	yēt
thīn	ūp ōn'	whēre	yōū
thīng	ūs	whīch	yōung
thīnk	ūsə	whīle	yōūr

Phonic Chart

Vowels

ā as in hāte	ě as in mět	ŭ as in pictŭre
ā as in senāte	ē as in hēr	ŭ as in tŭb
ă as in hăt	ī as in pīne	u as in pull
ä as in fär	ī as in īdea	û as in fûr
ą as in all	ī as in pīn	u as in rŭde
à as in àsk	ī as in sīr	oi, oy as in oil, toy
â as in câre	ō as in nōte	ou, ow as in out, now
ē as in mē	ò as in viòlet	ōō as in mōon
è as in bēlieve	ò as in nòt	öö as in fōot
	û as in tûbe	

Equivalents

ą=ò as in whăt	ī=ē as in bīrd	ô=ą as in hōrse
e=ā as in they	o=ōō as in dọ	ô=ŭ as in sòn
ê=â as in thêre	o=öö or u as in	ȳ=ī as in flȳ
ī=ē as in police	wọman	ÿ=ī as in hÿmn

Consonants

c as in call	g as in get	th as in this
ç as in çent	ğ as in ğem	ŋ (=ng) as in inċ
ch as in chase	s as in same	x (=ks) as in vex
eh as in ehorus	ş as in haş	ẋ (=gs) as in exiẋt
çh as in çhaise	th as in thin	



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